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5

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Guidance for Teachers

These are some additional helpful tips and recommendations for teachers to cover the course efficiently and effectively.

Before starting a text

A pre-reading activity is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

Reading

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

Shadow reading

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.

Chunk reading

Instead of asking learners to read a whole text all together, for Classes 1–4, each text should be divided into reading chunks that can be better managed by learners. Each text has been divided into two/three reading chunks for the students to understand with ease. Use a focusing question/statement before each reading chunk. Ask one/two link questions when students have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

Comprehension of poems

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the

poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the students to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.

Comprehension questions

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

Classroom procedure (group and pair work)

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. Pronunciation

Sample Lesson Plan

14

Thinking about Role Models

Week

12

Duration

60 min

Learning Outcomes

Upon completion of this lesson, students will be able to:

- Read the text on their own or with some assistance
- Read and understand words to know
- Understand and answer pre and while reading questions
- Answer critical thinking question on their own
- Answer challenge question on their own
- Answer pre and while reading questions
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Enhance their listening and speaking skills
- Work on their writing skills
- Learn to work in pairs or groups
- Enhance their imagination skills
- Answer the questions from the text
- Answer questions about the given words from the text
- Learn about advertisements
- Find out advertisements in newspapers
- Understand the persuasion technique in advertisements

- Discuss which role-model should the world know Pakistan by
- Make a short radio advertisement
- Conduct a short persuasion advertisement

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response
20 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Pre-reading:</p> <p>Task 1: Ask the pre-reading question to present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Task 2: Ask the students to discuss the following in groups of four to five:</p> <ul style="list-style-type: none"> • If you were given the chance to speak to the ghost of a (famous) person, who would you speak to? • Give reasons for your answer. • Also write what questions you would ask the ghost. <p>Responses will be shared with the entire class.</p>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</p>	<p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Who is a role model? 2. Who should be chosen as a role model? 3. Which two role models are mentioned in the text? 4. What is Arfa famous for? 5. Why do you think that the author chose their grandmother to be their role model? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. A role model is a person who may have an influence on you. 2. A role model should be chosen after careful consideration. A role model should be of good character and values. 3. The two role models mentioned in the text are: Arfa Randhawa and the author's grandmother. 4. Arfa is known for becoming the youngest Microsoft Certified Professional (MCP). 5. The author chose their grandmother to be their role model to show that a role model does not have to be someone famous or of grand value, it can be from your everyday walk of life. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment																								
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Reading aloud</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>Analysing characters</p> <p>Write down the names of famous personalities and any of their three-character traits. Also mention for what did they become famous.</p> <table border="1" data-bbox="311 689 1214 1265"> <thead> <tr> <th data-bbox="311 689 612 861">Personality</th> <th data-bbox="612 689 911 861">Character trait</th> <th data-bbox="911 689 1214 861">Reason for becoming famous</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>HOMEWORK:</p> <p>Which famous personality inspires you? And for what reason?</p>	Personality	Character trait	Reason for becoming famous																						<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Personality	Character trait	Reason for becoming famous																								

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Comprehension Attempt Exercise A in class.</p> <p>Challenge Question: Have a small discussion on 'Challenge Question'.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY 6: ADJECTIVES</p> <ol style="list-style-type: none"> Elicit a list of adjectives from the students. Demonstrate the comparative and superlative degrees for at least two adjectives. (e.g. good, better, best; beautiful, more beautiful, most beautiful) Ask students to work in pairs to complete comparative and superlative degrees of adjectives. Monitor the activity and guide students in using appropriate degree of adjectives. <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>Fill in the blanks using appropriate adjectives:</p> <ol style="list-style-type: none"> After playing all day, the children felt tired and Faraz is a boy and does not like to do any work. Ghazala is a girl, so she does well in her exams. Mother uses only fruits to make jam. The dog drank all the water in the bowl. The shirt looks better than the red one. There are candies in this packet. There is always a traffic jam on that road. 	

Date and Time	Content and teacher activity	Formative assessment
	9. Nida painted a picture of the sunset. 10. Rana felt when he stood on the stage to sing.	
Day 3: 00/00/00 20 min	Class Work: Working with words: Attempt Exercise B. Homework: Complete any incomplete work.	Verbal Response Writing skill Brainstorming Creative writing
20 min	ACTIVITY Ask the students to look at a picture on page 148 of the textbook. Next, ask the students to design an advertisement using speech bubbles as shown on the page.	Writing skill Brainstorming Creative thinking skills
20 min	Class Work: Attempt Ex: C. Explain the remaining concepts so that they can be done from home. Homework: Complete any incomplete work.	
Day 4: 00/00/00 20 min	Workbook Exercise: Attempt workbook exercises. HOMEWORK: Complete any incomplete work.	Writing skill

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity: Listening and Speaking</p> <p>Teach the students to share in a civil manner with your friends. Conduct the listening and speaking activity as is directed in the textbook.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
20 min	<p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<p>Day 5: 00/00/00</p> <p>40 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	Plenary: Ask the students the following questions: Change role – student as teacher. What questions would you ask the class and why?	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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